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ABSTRACT

This document presents effectiveness charts that demonstrate the impact of various programs of the Austin (Texas) Independent School District (AISD) on strategic objectives of the district and executive summaries of all reports produced by the AISD's Office of Research and Evaluation in 1990-91. The programs described in the effectiveness charts are complex efforts to provide services to students within the context of other school-based interventions. The charts summarize the relationships between cost per student and effectiveness, defined in terms of the following recently adopted strategic objectives for 1992-97: (1) every student will function at his or her optimal level of achievement and will progress through the system successfully; (2) all students will function successfully at or above international standards; (3) 100 percent of students will graduate; (4) after graduating, all students will be able to perform successfully at their next endeavors; and (5) the AISD will upgrade the quality of course content and instructional effectiveness. In addition to these charts, the executive summaries of 24 evaluation reports are included. Six tables in the report and two graphs and four tables in the executive summaries present details of AISD programs. Ninety-four references are grouped by topic. (SLD)

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1991 At A Glance

Executive Summaries

of Reports

from the

Office of

Research and Evaluation

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Austin Independent School District
Department of Management Information

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1991 At A Glance
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1991 At A Glance
The Effectiveness of Programs in AISD

Effectiveness Charts

This is the second year that the Office of Research and Evaluation (ORE) has produced effectiveness charts for the Board of Trustees' annual budget study session. Last year, we discovered that these charts generated much interest. In response, ORE has redesigned them to include information about more programs in a more straightforward format.

Rating the effectiveness of educational programs is risky business at best. So, the first and foremost disclaimer that everyone who reads the following document must understand is:

The programs described in the effectiveness charts are very complex educational efforts that provide services to students within a context of other school-based interventions as well as family, social, and personal situations that impact student success. Readers are encouraged to consider other sources of evidence of program success beyond ORE's evaluations.

ORE has compiled a chart that summarizes with symbols the relationship between a program's cost per student and its effectiveness. Effectiveness is very purposefully defined in terms of AISD's recently adopted strategic objectives. Indeed, some programs may show signs of impact on affective or other variables; however, if impact has not been shown directly on one of the strategic objectives, then a designation of positive effect is withheld in this chart.

Over the years, certain educational approaches have proven to be ineffective in AISD and nationally. These include:

- Pulling out students from their regular classroom for resource instruction that is uncoordinated with regular classroom activities
- Retaining elementary students
- Supplanting instruction delivered by a certified teacher with instruction delivered by a paraprofessional

Certain approaches have proven to be generally successful in terms of improving student academic success. These include:

- AISD's Zenith program that allows secondary students to earn credit at their own pace
- Smaller class sizes in grade 1 and below
- Prekindergarten
- Secondary magnet programs

Over ORE's 18 years of experience, several general truths appear to be evident.

Effective programs are often characterized by an increase in the amount of contact between a motivated student and a qualified teacher working within a positive school climate. Other effective programs capture the power of a mentor, either an adult or another student, to motivate a student to be successful.

Ineffective programs are often characterized by a "too little, too late" intervention that is poorly coordinated with a student's overall educational program.

The jury is still out on the impact of computer-delivered interventions.

A designation of an intervention as unsuccessful may not mean that a particular approach is by nature ineffective, but that the way it was implemented may have been ineffective. For example, Chapter I used to pull students out of class for resource reading instruction. When that approach proved ineffective, the program changed to an in-class resource teacher who was more effective. However, when this approach proved to be logistically difficult, then the pull-out approach was redesigned with closer coordination between the regular classroom activities and the resource activities. This revised pull-out approach has proven to be more effective than the former pull-out approach.

The hope is that these effectiveness charts will generate the type of rethinking of ineffective programs that will result in improved performance by the students served--as measured by AISD's strategic objectives. Programs that are now effective should be considered for expansion or incorporation of their effective components into other programs.

1990-91 Reports

This document also contains the executive summaries from all of ORE's 1990-91 reports:

- Student Achievement in AISD, 1990-91
- Priority Schools: The Fourth Year, Evaluation Findings, 1990-91
- Project A+ Elementary Technology Demonstration Schools: 1990-91, The First Year
- AISD on AISD: reflections on the State of the District -- 1990-91 Districtwide Surveys
- School Climate and Student Achievement
- Chapter 2 Formula: Evaluation Report 1990-91
- Technology & At-Risk Students: The TLTG Science Project at Robbins
- Key Issues in Education: Drug Free Schools
- Chapter 1 and Chapter 1 Migrant Evaluation Findings, 1990-91
- Title VII Newcomers Program in AISD, 1990-91
- Pregnancy, Education, and Parenting Evaluation Findings, 1990-91
- Improving Mathematics and Science Teaching: 1990-91 ESEA Title II Evaluation Report
- GENESYS 1990-91: Selected Program Evaluations
- Historical Retention Report, 1990-91
- History of Drop-Out Prevention Events in AISD
- 1990-91 At-Risk Report
- At-Risk Students and Dropouts: Trends Across Four Years
- School-Community Guidance Center 1990-91: Reaching For New Levels
- Crockett's Project Success: 1990-91 Evaluation Report
- Technology, Training, and Curricula for Tomorrow's Classrooms: NSF Grant
- 1990-91 Dropout Report
- Faculty/Staff Recruitment Report: Calendar Year 1990
- Surveys from Extant Records, 1990-91
- External Research in AISD, 1990-91

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AISD Strategic Objectives 1992-1997

- *Every student will function at his/her optimal level of achievement and will progress successfully through the system.*
- *All students will function successfully at or above international standards.*
- *One hundred percent of all students who enter AISD will graduate.*
- *After exiting AISD, all individuals will be able to perform successfully at their next endeavor.*
- *AISD will upgrade the quality of course content and the effectiveness of instruction.*

Effectiveness of Options for Improving Student Learning

Programs Evaluated Locally

EFFECT	COST	PROGRAM
		LOCALLY FUNDED
+	$$	Half-Day Pre-Kindergarten
+	0	Grade Promotion Instead of Grade Retention
-	0	Special Transition Classes for Primary Students
	$$$	School-Based Guidance Counselors
		EXTERNALLY FUNDED
+	$$$	Secondary Magnet Program Schools
+	$$$	Compensatory Education: Resource Teachers (Pullout) with Coordination
+	$$$	Compensatory Education: Resource Teachers (In Class) with Coordination
0	$$$	Compensatory Education: Resource Teachers (Pullout) without Coordination
0	$$$	Compensatory Education: Resource Teachers (In Class) without Coordination
	$$	Criterion-Referenced Testing with Follow-up Instruction
		LOCALLY AND EXTERNALLY FUNDED
+	$$	Full-Day Pre-Kindergarten
+	$$$	One or More Effective Schools Programs
+	$$$	Lowering the Pupil-Teacher Ratio at Grades K and 1
0	$$$	Lowering the Pupil-Teacher Ratio at Grades 2 - 6
-	$$$	Most Previous AISD Elementary Summer School Plans
-	$$$	Instructional Aides in the Classroom
	$$	Master Teachers: Highly Experienced Teachers
	$$	Tutorials for Students Needing Specific Remediation
	$$	After School Day Care for Students Whose Parents Work
	$$$	Computer-Assisted Instruction Programs
	$$	Supplemental Classroom Instructional Materials
	$$	Teacher Staff Development (Training)
	$$	Campus Administrator Staff Development (Training)
	$$	Stipends for Teachers with Special Duties/Expertise
	$	Multicultural Education Representing All Cultures

Programs Evaluated Nationally

+	$$$	Lengthening the School Year
+	$	Practice Testing for tests such as TAAS
+	$	Peer Tutoring for Students, by Students
+	$	Mentoring Programs: Adults Paired with Students
+	$$$	Reading Recovery Program for At-Risk First Graders
+	$$$	Lengthening the School Day
+	$$$	A Priori Compensatory Education Program
+	$$$	Concentrated Instruction Summer School
+	$$	Full-Day Kindergarten
+	$$	Parent Staff Development (Training)/Parent Involvement
	$$	Accelerated Learning Program

Effect is expressed as contributing to any of the 5 AISD strategic objectives.

+	*Positive*, needs to be maintained or expanded
0	*Not significant*, needs to be improved and modified
-	*Negative*, needs major modification or replacement
BLANK	*Unknown*, may have positive or negative impact on other indicators; however, impact on the five AISD strategic objectives is unknown.

Cost is the expense over the regular District per-student expenditure.

0	*No cost* or minimal cost
$	*Indirect costs* and overhead, but no separate budget
$$	*Some direct costs*, but under $500 per student
$$$	*Major direct costs* for teachers, staff, and/or equipment in the range of $500 per student or more

Effectiveness of Options for Improving Student Learning

AISD Programs Evaluated in 1990-91

EFFECT	COST	PROGRAM
		LOCALLY FUNDED
+	$$$	Science Academy
+	$$$	Liberal Arts Academy
+	$$	Kealing Magnet
+	$$	AIM High Elementary Gifted and Talented
+	$	Secondary Honors Courses
+	$$$	Priority Schools--The Fourth Year
O	$$	Teach and Reach Supplementary Teachers
O	$$	Bilingual/ESL
O	$$$	Project A+ Elementary Technology Demonstration Schools
	$$$	Special Education
		EXTERNALLY FUNDED
+	$$$	Title VII Secondary Bilingual
+	$$$	Chapter 1 Schoolwide Projects
+	$$$	Chapter 1 Full-Day Prekindergarten
+	$$$	Chapter 1 Supplementary
+	$$$	Chapter 1 Migrant
+	$$$	National Science Foundation Teacher Training and Curricula
+	$$	Project Success
+	$$	Chapter 2 Spanish Academy
+	$	Chapter 2 Multicultural/Special Purpose Buses
O	$$$	Pregnancy, Education, and Parenting
O	$$	Drug-Free Schools Peer Assistance Leadership
O	$	Drug-Free Schools MegaSkills Parent Training
O	$	Drug-Free Schools Secondary Student Leadership Development Program
O	$$$	Texas Learning Technology Group
O	$$	School-Community Guidance Center
O	$$$	Chapter 2 Prekindergarten Supplements
O	$$	Chapter 2 Johnston Computer Lab
O	$$	Chapter 2 Elementary Computer Labs
-	O	Drug-Free Schools Prevention and Remediation in Drug Education
	$$	Chapter 2 Academic Decathlon
	$$	Title II Math/Science Teacher Training
	$	Chapter 2 Middle Schools Advisory Curriculum
	$	Chapter 2 Extracurricular Transportation
	$	Chapter 2 Private Schools
	$	Drug-Free Schools Dispute Resolution Project
	$	Drug-Free Schools Drug Abuse Resistance Education
	$	Drug-Free Schools Office of Student Support Services
	$	Chapter 2 Library Resources
	$	Chapter 2 Technology Education

Effect is expressed as contributing to any of the 5 AISD strategic objectives.

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O	*Not significant*, needs to be improved and modified
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$$	*Some direct costs*, but under $500 per student
$$$	*Major direct costs* for teachers, staff, and/or equipment in the range of $500 per student or more

Effectiveness of Options for Improving Student Learning

Secondary Dropout Prevention Programs

EFFECT	COST	PROGRAM
		LOCALLY FUNDED PROGRAMS FOR GRADES 9 - 12
+	$$	Math-Reading-Language Arts Block for 9th Graders at Austin High School
+	$$	Math-Reading-Language Arts Block for 9th Graders at Crockett High School
+	$$	Math-Reading-Language Block for 1st-time 9th Graders at Reagan High School
+	$$	Math-Reading-Language Arts Block for 9th Graders at Travis High School
+	$$$	Evening High School
+	$	Mentor Program-Adults Mentor Students
+	$$	Practical, Effective, and Appropriate Knowledge (PEAK) Program
+	$$	PEAK Special at Anderson High School for Students with More Than 2 F's
+	$$	PEAK Special at Austin High School for Repeat 9th Graders
+	$$$	Robbins Alternative School
+	0	Texas Alliance of Minority Engineers at Bowie High School
+	$$$	Teen Parent Campus for Pregnant Girls
+	$	Zenith Individualized Curriculum Contracts
0	0	Adopt-A-Student Teachers Mentor Students Program at LBJ High School
0	$$$	Alternative Learning Center Special Assignment
0	$$	Math-Reading-Language Arts Block for 9th Graders at Johnston High School
0	$$	Math-Reading-Language Arts Block for 9th Graders at Reagan High School
0	$$	Coordinated Vocational Academic Education (CVAE)
0	0	DARE Club at Johnston High School
0	$$	Project Jumpstart for Incoming 9th Graders at McCallum High School
0	$$	Math-Reading-Language Arts Block for 9th Graders Overall
-	$$$	Alternative Learning Center for Students with Behavioral Problems
-	$$	Math-Reading-Language Arts Block for 9th Graders at Lanier
		EXTERNALLY FUNDED PROGRAMS FOR GRADES 9 - 12
+	0	Reading Tutor Program at Austin High School
+	0	Project Men Act Now (MAN) Mentoring at LBJ High School
0	$$	Computer Curriculum Corporation at Crockett High School
0	$$	Computer Curriculum Corporation at Reagan High School
0	$$	Communities in Schools at Crockett High School
0	$$	Communities in Schools at Travis High School
0	0	Project Touch-St. Edward's Students Tutoring at Crockett High School
-	$$$	Dropout Intervention Specialists, Funded by Project GRAD
-	$$	Computer Curriculum Corporation at Travis High School

Effect is expressed as contributing to any of the 5 AISD strategic objectives.

+	*Positive*, needs to be maintained or expanded
0	*Not significant*, needs to be improved and modified
-	*Negative*, needs major modification or replacement
BLANK	*Unknown*, may have positive or negative impact on other indicators; however, impact on the five AISD strategic objectives is unknown.

Cost is the expense over the regular District per-student expenditure.

0	*No cost* or minimal cost
$	*Indirect costs* and overhead, but no separate budget
$$	*Some direct costs*, but under $500 per student
$$$	*Major direct costs* for teachers, staff, and/or equipment in the range of $500 per student or more

Effectiveness of Options for Improving Student Learning

Secondary Dropout Prevention Programs Continued

EFFECT	COST	PROGRAM
		LOCALLY FUNDED PROGRAMS FOR GRADES 7 - 8
+	$$$	Academic Incentive Program
+	$$$	Teen Parent Center for Pregnant Girls
0	$$	Coordinated Vocational Academic Education
-	$$$	Alternative Learning Center for Students with Behavioral Problems
-	$$$	Robbins Alternative School
		EXTERNALLY FUNDED PROGRAMS FOR GRADES 7 - 8
+	$$	Computer Curriculum Corporation at St. John's
0	$$	Computer Curriculum Corporation at Porter Middle School
0	$$	Computer Curriculum Corporation at Pearce Middle School
0	$$	Communities in Schools at Porter Middle School
0	$$	Communities in Schools at Pearce Middle School
0	0	Hispanic Student Tutoring Program for Average Martin Junior High Students
0	0	Leadership Austin Mentoring, Spring 1991
0	$	Mentor Program, Adults Paired With Students
-	$$	Computer Curriculum Corporation at Fulmore Middle School
-	$$	Communities in Schools at Fulmore Middle School
-	0	Leadership Austin Mentoring, Spring 1990

Effect is expressed as contributing to any of the 5 AISD strategic objectives.

- \+ *Positive*, needs to be maintained or expanded
- 0 *Not significant*, needs to be improved and modified
- \- *Negative*, needs major modification or replacement
- BLANK *Unknown*, may have positive or negative impact on other indicators; however, impact on the five AISD strategic objectives is unknown.

Cost is the expense over the regular District per-student expenditure.

- 0 *No cost* or minimal cost
- $ *Indirect costs* and overhead, but no separate budget
- $$ *Some direct costs*, but under $500 per student
- $$$ *Major direct costs* for teachers, staff, and/or equipment in the range of $500 per student or more

Secondary Dropout Prevention Programs, 1990-91

PROGRAM	[1]Cost	[2]Funding	[3]OUTCOMES FALL 1990 Dropouts	Attendance	Discipline	F's	GPA	SPRING 1991 Dropouts	Attendance	Discipline	F's	GPA
GRADES 9-12												
Adopt A Student at LBJ	0	L						0	0	--	0	-
ALC Behavioral	$$$	L	--	-	--	0	-	--	--	++	+	0
ALC Special Assignment	$$$	L						--	0	0	0	+
Block Program-Austin	$$	L	+	-	++							
Block Program-Crockett (Success)	$$	L	+	0	++			++	-	0	0	-
Block Program-Johnston (Renaissance)	$$	L	-	-	--			++	-	+	0	0
Block Program-Lanier (Connections)	$$	L	--	-	--			++	-	+	0	0
Block Program-Reagan	$$	L	0	-	-	0	+	++	--	++	0	0
Block Program-Reagan 1st 9th	$$	L	-	0	++	+	+	++	--	+	0	-
Block Program-Travis (Excel)	$$	L	-	+	0	+	++	+	-	0	+	0
Combined Block Programs	$$	L	-	0	-	+	++	++	--	0	0	-
CCC At Crockett	$$	E						++	0	0	0	0
CCC At Reagan	$$	E						+	--	++	0	-
CCC At Travis	$$	E						+	-	++	0	0
CIS at Crockett	$$	E						++	-	-	0	-
CIS at Travis	$$	E						-	-	++	0	-
CVAE	$$	L	-	-	+	0	0	0	--	0	0	-
Evening School	$$$	L	-	++	+	++	++	-	++	++	++	++
DARE Club at Johnston		L	++	0	-	0	0					
DO Int. Specialists (1)	$$$	E	-	-	0	0	0	0	--	-	0	-
DO Int. Specialists (3)	$$$	E	--	-	0	++	0	--	--	+	+	+
DO Int. Specialists (4)	$$$	E	--	--	0	0	--	--	--	0	0	--
Johnston Computer Lab	$$	L	-	0	--	+	++	+	0	0	0	0
Jumpstart		L	++	0	--	0	0					
Project MAN at L.B.J.	0		++	+	-	0	0					
Mentor	$	L	0	+	0	0	0	+	--	+	0	-
Newcomers Program		L	+	0	0	0	0	+	-	0	0	-
PAL	$	E	+	+	-	0	0	+	0	+	0	0

Secondary Dropout Prevention Programs, 1990-91

PROGRAM	[1]Cost	[2]Funding	[3]OUTCOMES FALL 1990 Dropouts	Attendance	Discipline	F's	GPA	SPRING 1991 Dropouts	Attendance	Discipline	F's	GPA
GRADES 9-12 (Cont.)												
PEAK Program	$$	L	-	0	--	+	++	++	-	++	0	0
PEAK Special at Austin	$$	L						++	--	--	0	0
PEAK Special at Anderson	$$	L						0	0	++	+	0
Reading Tutor at Austin	0	L	++	+	++	0	0					
Robbins	$$$	L	0	+	+	+	+	+	-	+	0	0
TAME Club at Bowie	0		++	0	++	0	0					
Teen Parent	$$$	L	--	-	++	+	++	--	++	+	0	+
Project TOUCH at Crockett	0	E	0	--	++	0	0	0	-	+	0	0
Zenith	$	L	-	+	++	+	++	0	-	0	0	0
GRADES 7-8												
Academic Incentive Program	$$$	L	--	++	++	+	++	0	0	0	+	++
ALCBehavioral	$$$	L	--	-	--	0	-	--	--	++	0	++
CCC At Porter	$$	E						+	--	0	0	0
CCC at Fulmore	$$	E						-	--	--	0	0
CCC At Pearce	$$	E						0	--	0	0	0
CCC At St. John's	$$	E						--	++	++	0	0
CIS At Porter	$$	E						+	-	+	0	0
CIS At Fulmore	$$	E						--	--	--	0	-
CIS At Pearce	$$	E						0	--	+	0	0
CVAE Middle	$$	L	++	0	0	0	0	++	-	0	0	0
Hispanic Scholar Initiative	0	E	+	0	--	0	0	++	0	-	0	0
Leadership Austin Sp. 1991	0	E						++	0	0	0	0
Leadership Austin Sp. 1990	0	E						-	-	-	0	0
Mentor	$	E	+	+	-	0	0	0	--	-	0	0
Robbins	$$$	L	--	-	++			--	-	+		
Teen Parent	$$$	L	--	-	++	0	++	--	++	++		

[1]Cost
$ = Low
$$ = Middle
$$$ = High

[2]Funding
E = External
L = Local
O = None

[3]Program Outcomes
++ = Strongly Positive
+ = Positive
0 = No Change
- = Negative
-- = Strongly Negative
Blank = Insufficient Numbers or Does not apply

Differentials

Attendance, Discipline, GPA	2 points [+ or -]; 5 or more points [++ or --]
F's	1 point [+ or -]; 2 or more points [++ or --]
Dropouts	10 points [+ or -]; 50 or more points [++ or --]

Secondary Dropout Prevention Programs, 1990-91

PROGRAM	(S or Y)* SEMESTER OR YEAR LONG
Grades 9-12	
Adopt A Student at LBJ = Adopt-A-Student Teachers Mentor Students Program at LBJ High School	S
ALC Behavioral = Alternative Learning Center for Students with Behavioral Problems	S
ALC Special Assignment = Alternative Learning Center Special Assignment	S
Block Programs = Math-Reading-Language Arts Block for 9th graders, Combined	S
at Austin High School	S
at Crockett High School (Success)	S
at Johnston High School (Renaissance)	S
at Lanier High School (Connections)	S
at Reagan High School	Y
at Reagan High School for 1st Time 9th Graders	S
at Travis High School (Excel)	Y
CCC = Computer Curriculum Corporation; CIS = Communities In School	
at Crockett High School	S
at Reagan High School	S
at Travis High School	S
CVAE = Coordinated Vocational Academic Education	S
Evening High School	S
D A R E Club at Johnston High School	S
D O Int. Specialists = Dropout Intervention Specialists, funded by Project GRAD	
1 = In-school students who the intervention specialists served	S
3 = Students who were already dropouts who the intervention specialists served	S
4 = Students who were in school but absent 9-29 days who the intervention specialists served	S
Johnston Computer Lab = Now Johnston Technology Learning Center	S
Jumpstart = Project Jumpstart for Incoming 9th grade students at McCallum High School	S
Project MAN at LBJ = Project Men Act Now Mentoring at LBJ High School	S
Mentor = Mentor Program, Adults Mentor Students	S
Newcomers Program = Blocked Courses for LEP students	S
PAL = Peer Assistance Leadership	Y
PEAK Program = Practical, Effective, and Appropriate Knowledge	S
PEAK Special at Austin High School for Repeat 9th Graders	S
PEAK Special at Anderson High School for Students with more than 2 F's	S
Reading Tutor at Austin = Reading Tutor Program at Austin High School	S
Robbins = Robbins Alternative School	S
TAME Club at Bowie = Texas Alliance of Minority Engineers at Bowie High School	S
Teen Parent = Teen Parent Campus for Pregnant Girls	S
Project Touch at Crockett = St. Edward's Students Tutoring at Crockett High School	S
Zenith = Zenith Individualized Curriculum Contracts	S
GRADES 7-8	
Academic Incentive Program	Y
ALC Behavioral = Alternative Learning Center for Students with Behavioral Problems	S
CCC = Computer Curriculum Corporation	
CIS = Communities in Schools	
Pearce	S
Porter	S
Fulmore	S
CVAE = Coordinated Vocational Academic Education	Y
Hispanic Scholar Initiative = Hispanic Tutoring Program for Average Martin Jr. High Students	S
Leadership Austin Mentoring, Sp. 1991	S
Leadership Austin Mentoring, Sp. 1990	S
Mentor = Mentor Program, Adults Paired with Students	S
Robbins = Robbins Alternative School	S
Teen Parent = Teen Parent Center for Pregnant Girls	S

*A program is categorized as year-long if 60% or more of the same students were enrolled in it for both semesters.

1991 At A Glance
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Annual Report on Student Achievement 1990-91

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Evangelina Mangino

Program Description

Systemwide Testing Program:

- 22,443 students in grades 3, 5, 7, 9, and 11 took the Texas Assessment of Academic Skills (TAAS) in October 1990.
- 893 students in grades 11 and 12 took the Exit-Level Texas Educational Assessment of Minimum Skills (TEAMS) in October, 1990 and/or May 1991.
- 34,676 students in grades 1 through 8 took the ITBS in April, 1991.
- 11,645 students in grades 9 through 12 took the TAP in April, 1991.

Other tests administered districtwide and reported only at the individual student level are:

- 5,695 students in grade 1 took the Metropolitan Readiness Tests (MRT) in September, 1990.
- 3,934 students in grade 6 took the Computer Literacy Test in April 1991.
- 30,150 TAAS practice tests were administered to students in grades 3 through 6 throughout the year.
- 8,300 end-of-basal tests were administered to students in grades 3 through 6 throughout the year.

Major Findings

1. AISD's high school graduates continue to excel on college entrance examinations.

   a. AISD had 25 National Merit Scholarship finalists--3.6 times the number that is average for a district this size.

   b. SAT scores for AISD seniors (928) averaged above those of the state (874) and the nation (900).

2. AISD students score near the state averages, above urban averages, and continue to rise in the percentage who demonstrate mastery on the TAAS.

   a. For the sixth year in a row, AISD students ranked number one among the eight urban districts on the Exit-Level State-mandated criterion-referenced test (TEAMS, TAAS).

   b. AISD's ranking among the eight urban districts in reading at grade 7 improved from third to first.

   c. In comparison to Texas urban averages, AISD's TAAS mastery percentages are higher in 18 areas, the same in 0, and lower in 2.

   d. In comparison to state averages, AISD's TAAS mastery percentages are higher in 5 areas, the same in 4, and lower in 11.

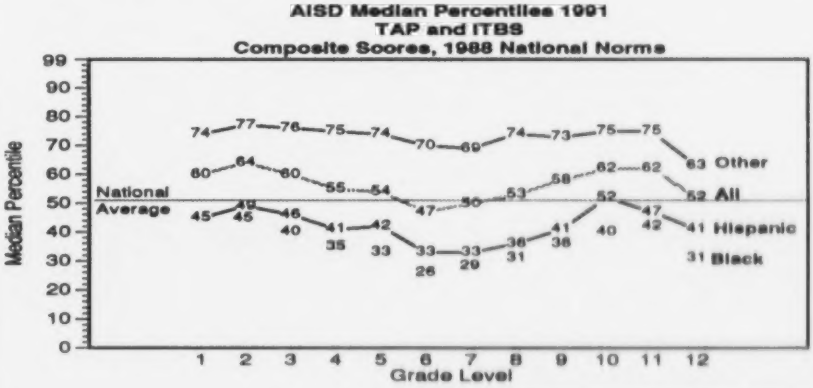
   e. Out of 3,007 potential high school graduates, 98.9% (all except 33) passed both sections of the Exit-Level TEAMS.

3. AISD is an urban district whose students generally score above the national average on standardized achievement tests and continue to improve annually.

   a. In 1990-91, 57 out of 68 AISD average test scores were at or above the 50th percentile (the national average).

   b. In comparison with 1989-90, 48% of the District averages went up, 18% stayed the same, and 34% went down.

   c. In general, Black and Hispanic student achievement continued the ten-year trend of improving at a faster rate than that of all other students on the ITBS and TAP achievement tests.



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Austin Independent School District
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1111 West 6th Street
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AISD Test Results at a Glance

Percentage of Students Mastering the TAAS

(October, 1990 -- Non-Special Education Students Only)

Grade	Writing AM	Writing AR	Reading AM	Reading AR	Mathematics AM	Mathematics AR	Passed All AM	Passed All AR
3	68	3	85	49	87	36	63	2
3S	65	34	81	35	87	25	61	7
5	82	6	69	36	61	20	53	3
7	68	5	59	22	58	16	44	2
9	57	3	78	29	54	10	41	2
11	84	5	91	40	77	21	68	2

S = Spanish TAAS
AM = Academic Mastery
AR = Academic Recognition

ITBS/TAP, 1987-91

(Median Percentiles - 1988 Norms)

Grade	Mathematics 87	88	89	90	91	Reading 87	88	89	90	91	Language 87	88	89	90	91	Composite 87	88	89	90	91
1	53	57	58	57	59	44	50	54	52	53	41	49	57	51	54	53	59	62	59	60
2	60	64	67	65	69	54	55	58	59	61	53	52	59	59	59	58	59	62	63	64
3	57	58	52	53	57	51	54	47	47	49	68	73	67	69	72	58	63	55	57	60
4	47	48	51	51	56	39	42	49	50	50	52	55	57	58	62	52	52	52	53	55
5	51	50	52	54	54	42	44	49	51	52	53	55	57	59	60	48	50	51	53	54
6	52	45	43	44	46	44	40	41	45	45	53	49	49	50	53	52	46	43	47	47
7	41	44	45	45	44	38	40	46	48	48	52	55	57	58	56	49	48	49	52	50
8	51	42	45	44	46	50	44	49	50	53	61	56	61	58	60	59	47	51	52	53
9	52	50	47	48	47	51	46	54	58	53	57	56	54	56	54	52	50	53	59	58
10	60	58	60	60	59	62	54	60	63	61	62	57	58	62	61	60	56	60	62	62
11	59	56	61	64	64	62	58	61	63	62	62	57	61	60	60	63	57	59	61	62
12	57	58	59	57	59	53	52	56	58	55	50	50	57	56	53	51	52	52	52	52

SAT Scores, 1986-1990 Graduates

	Verbal 86	87	88	89	90	Mathematics 86	87	88	89	90
AISD	444	446	442	439	439	489	488	489	491	489
Texas	419	416	417	415	413	458	459	462	462	461
Nation	431	430	428	427	424	475	476	476	476	476

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Priority Schools: The Fourth Year; Evaluation Findings, 1990-91

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Authors: Catherine Christner, Lauren Hall Moede, Scarlett Douglas, Wanda Washington, Theresa Thomas

Program Description

In April of 1986-87, the School Board approved the current student assignment plan which returned most elementary students to their neighborhood schools and created 16 predominantly minority schools with many students from low-income families. To assure that students in these 16 schools receive a quality education, the Division of Elementary Education developed *A Plan for Educational Excellence* with the advice of a committee of teachers, principals, and other administrators. The five-year plan was implemented in each of these 16 Priority Schools. This report summarizes the results in each of these 16 Priority Schools. The summary of the results of the fourth year of implementation focuses on outcome variables.

Implementation

For the fourth year, the District met its commitment to the Priority Schools by providing:

- full-day prekindergarten classes at all campuses
- a lowered pupil-teacher ratio across all grade levels
- innovative funds, extra support staff including parent training specialists, full-time helping teachers, counselors, and clerks
- extra support and directives from the central office (including the Language Arts Mastery Program)

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Major Findings

1. Student Achievement: Priority School students are now achieving at higher levels than before the implementation of *A Plan for Educational Excellence.*

- As a group, the Priority Schools TAAS mastery levels were lower than AISD's mastery levels across grades and subtests. Individual campuses made higher gains, in many cases. In looking at grade 3 mathematics, for example, Metz had a 96% mastery level, Campbell had a 94% mastery level, Ortega had a 93% mastery level, and Becker had an 89% mastery level.
- Iowa Tests of Basic Skills (ITBS). When the Priority Schools' 1991 ITBS averages are compared to past years:
  - 83% are higher than in 1987.
  - 58% are higher than in 1990.
- Peabody Picture Vocabulary Test--Revised (PPVT-R). Full-day prekindergarten students posted higher gains in vocabulary than is average for four-year-olds across the nation.

2. Other Indicators of Success:

- Student Attendance. Priority School student attendance rates decreased slightly from 95.6% in 1989-90 to 94.5% in 1990-91. The overall elementary average during the same time period went from 95.9% to 95.8%.
- Teacher Attendance. Priority School teachers were in their classrooms an average of .7 days more last year than other elementary teachers. Excluding extended leave, the average Priority School teacher was absent 4.5 days in 1990-91 compared to 5.2 days for other elementary school teachers.
- Parent Opinion. Priority School parents (84%) agreed that their children's schools were effective (excellent) schools and that their children learned a lot this school year (91%).
- Staff Opinion. Almost all the teachers in Priority Schools (95%) had high expectations for student success.
- Teacher Transfer Requests. Priority School teachers requested transfers to other schools more often than did other elementary teachers. Teacher transfer request rates dropped somewhat in other elementary schools (10% in 1989-90 to 8% in 1990-91), but increased slightly in the Priority Schools (11% to 12%).
- Parent Involvement. All 16 schools reported a wide variety of activities (fund-raisers, volunteer programs, training, recognition ceremonies) that successfully involved parents at their schools, notably the MegaSkills program.
- Community Involvement. Principals and Priority Schools Monitoring Committee members reported an increased involvement with the whole school community this year. A wide variety of mentoring programs, Adopt-A-School, and fund-raisers, all helped to increase community involvement with the schools.
- Multicultural Education. Each Priority School had a wide variety of activities to recognize the cultural heritages of African Americans and Hispanics. Fifteen of the 16 Priority Schools had exchange programs, or other activities with non-priority school campuses. Additional cultures were recognized through social studies units.

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Project A+ Elementary Technology Demonstration Schools, 1990-91

The First Year

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Authors: Paula Marable and Linda Frazer

Background

Project A+ Elementary Technology Demonstration Schools is a program made possible through a grant from International Business Machines Corporation and Apple, Inc. The primary purpose of AISD's Project A+ Technology Schools is to demonstrate the effectiveness of technology in accelerating the learning of low-achieving students.

Four elementary schools in AISD were selected to participate in this project: Andrews, Galindo, Langford, and Patton. Of the four schools, three received IBM equipment and training and one, Galindo, received Apple equipment and training.

Implementation

The student computers were to be installed in the schools by October, 1990, but because of shipment delays and the extent of wiring needed to prepare the schools for computers, the student computers were not in use until as early as January and as late as April, 1991.

Project Goals

The overall Project A+ goal is to have all students functioning successfully at or beyond age appropriate grade level.

Other targeted goals include:

- In three years, reduce by 50% the number of students who are not in their age appropriate grade level.
- In three years, reduce by 50% the number of students who are not achieving on grade level in reading, writing, and mathematics.
- Develop a comprehensive teacher training program to ensure effective implementation and classroom use of technology.
- Demonstrate to the community the educational benefits of technology thereby obtaining support for districtwide implementation.

Three major points of emphasis in trying to achieve these goals are: a good start in school, constant monitoring with remedial and accelerated learning, and summer school for students not on grade level.

Findings

At this point, Project A+ Elementary Technology Demonstration Schools can not be evaluated in terms of success or failure as measured by student achievement, because of the delayed implementation. However, at this time it can be determined if the project's components are coming together so that full implementation can occur. In summary, most features are in place. Those that are not have been scheduled to be carried out in the 1991-92 school year.

- Of the 12 specific features that were planned for the project, all but two were fully implemented this year.
- Classroom telephones were not purchased because of lack of funds and affordable alternatives are being studied.
- The parent take-home program was not implemented and is planned for the fall, 1991.
- The monitoring of remedial and accelerated learning has been partially implemented.
- Summer school took place but only for a restricted number of students.
- During this transitional year, student achievement in the technology schools was tracked and is documented in the full report as a baseline for future years. Some negative effects which could be the result of the change in the normal routine and the transition from the old way of doing things to the new way were evident in 1990-91.

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AISD on AISD: Reflections on the State of the District —
1990-91 Districtwide Surveys
Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Sedra G. Spano

Program Description

In 1990-91, over 75,000 surveys were administered to AISD high school students, elementary and secondary teachers and administrators, other campus professionals, and elementary and secondary parents. The information provided through these efforts serves to:

a) Provide AISD students, staff, and parents a means for expressing their views on key issues; and

b) Provide meaningful insight into the effectiveness of program and improvement activities currently implemented within AISD.

Topics discussed in this report include:

- School quality and effectiveness,
- School safety,
- District strengths and weaknesses, and
- Parent involvement.

Major Findings

1. High school students, elementary and secondary teachers and administrators, and elementary and secondary parents are positive in their perceptions of the quality and effectiveness of AISD schools.

2. Students, teachers, administrators, and parents agree that school staff believe in students' ability to achieve academically.

3. Students, teachers, administrators, and parents believe that AISD schools are a safe and secure place to learn.

4. Students report that they are satisfied with the involvement of their parents in their education; however, teachers at all levels believe that parents' lack of interest is one of AISD's biggest problems.

5. Students report that pupils' lack of interest/truancy is the biggest problem with which their schools must deal. Use of drugs, the biggest problem listed in 1989-90, was **not** rated as one of the top five biggest problems in 1990-91.

6. Most AISD teachers are satisfied with their principal as an instructional leader, with the staff development and training they receive on their campus, and with the fairness of job appraisals.

7. While most of AISD's high school students say "no" to a career in teaching, most AISD teachers see teaching as a long-term career.

8. Most AISD teachers and administrators are pleased with the District's dropout prevention efforts.

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School Climate and Student Achievement

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Vicente Paredes

Program Description

For the past three years the Office of Research and Evaluation has collected survey data concerning school climate. Since 1988-89, 24 survey items that were constructed to measure school climate have been administered to campus professionals. Professionals were asked to express their level of agreement with positive statements concerning the climate at their school.

The relationship between school climate and student achievement was investigated through the use of regression analysis. The regression analysis predicted average school achievement using items on the school climate survey. The average achievement score for a school was the average across grades of ROSE (Report on School Effectiveness) scores. A ROSE score is produced for each student which is adjusted for factors such as previous achievement, gender, ethnicity, income level, and age in grade. ROSE scores are computed using ITBS and TAP scores. Average scores were computed for the mathematics, reading, language, and work study skills subject areas.

Also, items on the survey were categorized into groups using a factor analysis. Three school climate subscale scores for each school were produced. These three subscale scores provide a more useful description of the dimensions of school climate measured by the survey than a single indicator.

Major Findings

- Responses from the past two years reveal that differences in the average achievement gains of students in a school are related to learning and working conditions at that school.
- The school climate items that focus upon conditions related to student learning are more strongly related to achievement than other items. Teacher concerns with their professional status and safety and behavior concerns are also related, but not as strongly.
- The best predictor of student achievement is the percent of faculty at a school willing to express displeasure with their school climate.
- Most responses to the survey were positive. Very few faculty expressed negative or strongly negative attitudes toward the climate at their school.
- A factor analysis divided the survey into the following subscales:

  (1) Items concerned with the teacher as a professional,

  (2) Items focusing upon the conditions conducive to student learning,

  (3) Items that focused upon safety and behavior concerns.

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Chapter 2 Formula: Evaluation Report 1990-91

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Kristen M. Bliss

Program Description

Chapter 2 Formula provides federal funds to the states through the Elementary and Secondary Education Act of 1965 (ESEA) as amended by P.L. 100-297 in 1988. Chapter 2 funds can support one or more programs which:

a) Meet the educational needs of students with special needs (e.g., at-risk of failure or dropping out, and high-cost students);

b) Acquire curricular materials;

c) Improve schools through innovative programs;

d) Enhance the knowledge and skills of educational personnel through training and professional development;

e) Enhance student achievement and excellence through instruction and community service;

f) Provide early childhood, gifted and talented, technology education, community education, and/or youth suicide-prevention programs.

In 1990-91, the Austin Independent School District (AISD) received $534,749 in Chapter 2 monies. An additional $45,449 was rolled forward from 1989-90 for a total of $580,198. Funds were allocated to the following programs: Bridge Computer Lab at Read Elementary, WICAT Computer Lab at Blanton, Writing to Read at Blackshear, Comprehensive Competencies Program at Johnston, Extracurricular Transportation, Rainbow Kits, Spanish Academy, Middle Schools Advisory Curriculum, Pre-K Supplements, Technology Education, Multicultural/ Special Purpose Buses, Academic Decathlon, Library Resources, and Private Schools.

Major Findings

1. Students in the Bridge and WICAT elementary computer labs achieved gains no greater than those predicted for them.

2. GPA's and number of credits earned for students enrolled in the Comprehensive Competencies Program at Johnston did not reflect positive program effectiveness.

3. The use of extracurricular transportation has declined steadily since 1988-89; ridership has also declined. The per-student, per-trip cost has risen for both Chapter 2 and AISD.

4. While more parents than administrators thought the Rainbow Kits was an effective program, more than one third of the parents rated it ineffective.

5. Nearly all participants of the Spanish Academy rated classes highly and indicated that they will continue to enroll in them.

6. Middle school personnel expressed mixed opinions about the advisory curriculum; one half said that a stronger program teaching racial sensitivity would be useful.

7. While nearly all teachers believe full-day prekindergarten classes are more effective than half-day programs, differences between the gains on the Peabody Picture Vocabulary Test-Revised for limited-English-proficient (LEP) students in full- and half-day programs were not statistically significant.

8. Users of the multicultural/special purpose buses thought the service improved multicultural awareness, but less than half agreed that it increased parent involvement.

9. Academic Decathlon coaches, teachers, and administrators believe that the Decathlon benefits AISD and its students.

10. Most school administrators agree that the new library resources were useful.

11. Private schools receiving Chapter 2 funds rated the materials and equipment purchased as highly or extremely effective.

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Technology & At-Risk Students: The TLTG Science Project at Robbins

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Kristen M. Bliss

Program Description

The Texas Learning Technology Group (TLTG) is a nonprofit organization formed in 1985 by the Texas Association of School Boards (TASB), the National Science Center Foundation (NSCF), and 12 Texas school districts including Austin Independent School District (AISD). Believing that science education had become characterized by a shortage of qualified physical science teachers, a high failure rate, a lack of student motivation, and a decreasing number of students enrolling in advanced science courses, the organization established a three-fold mission:

a) To develop high-quality curriculum programs that integrate new technologies into instructional delivery systems,

b) To evaluate the effectiveness of technology-based curricula, and

c) To train teachers in the use of new technologies and provide support to schools implementing these new curricula.

The core of the resulting 15-unit TLTG physical science program is its interactive video-based instruction. Goals of the TLTG program include increasing students' in-depth understanding of physical science concepts, showing the relevance of physical science to daily life, and preparing students for academic and professional advancement in the sciences.

Implemented at a number of Texas schools, pilot studies indicated that the TLTG physical science program was successful in producing significant gains in achievement and in increasing positive attitudes toward science for students identified as having low verbal and low quantitative ability.

Robbins Secondary School was selected as a site for the TLTG physical science program to determine if interactive video instruction could also enhance the learning of at-risk students. Twenty three students participated in the program during the 1990-91 school year.

Major Findings

Only 23 students participated in the TLTG program during the 1990-91 school year. Because of the small number of participants, caution should be exercised before generalizing these results to a larger population.

1. Most of the TLTG students evinced a positive attitude toward the technology provided. In response to a survey, a majority reported feeling comfortable using the computer and videodisc system, enjoyed using them in class, thought they were a good way to learn science material, and would like to use them in other classes. More than two thirds also believed they learn science better using this technology.

2. The survey results also indicate that although the students' attitudes toward science were mostly positive, they did not express an interest in continuing to take science classes or in pursuing science outside the classroom.

3. TLTG students' grade equivalent scores on the TAP Science Test are lower than typical for their grade, and lower than those of other students at Robbins.

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Key Issues in Education: Drug-Free Schools

1990-91 Program Evaluation of Federally Funded Drug Free Schools Programs

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Roxane Smyer

Program Description

AISD received monies to combat drug and alcohol abuse on its campuses through the Drug-Free Schools and Communities (DFSC) Act of 1986. The District has received federal grant monies for four years. The amount of the grant for the 1990-91 school year was $398,129.

Each year, programs funded and services purchased with these funds have changed. In 1990-91, most of the DFSC monies were allocated to the following components.

- The Secondary Student Leadership Development Program consisted of one-day workshops for secondary students in a retreat setting outside Austin.
- Peer Assistance and Leadership (PAL) was offered at all high schools and five junior high/middle schools. The program provides training to students on a variety of topics. These students then work with other students.
- The MegaSkills project offered training in parenting skills to parents at some District elementary schools.
- Drug Abuse Resistance Education (DARE), in conjunction with the Austin Police Department, is offered to all District fifth- and seventh-grade students.
- The Office of Student Support Services provides training and assistance to school support groups.

Major Findings

1. There was no districtwide PRIDE coordinator to oversee campus drug and alcohol abuse prevention activities.
2. On districtwide surveys, teachers and high school students ranked use of drugs and drinking/alcoholism as lesser problems in 1990-91 than in 1989-90.
3. Compared to 7th graders surveyed statewide, fewer AISD 7th graders reported having tried alcohol and inhalants, but more students reported having tried tobacco, marijuana, and cocaine.
4. Training for elementary parents was offered through the MegaSkills program. Most elementary schools (59%) had a MegaSkills trainer on the campus.
5. Students credited attendance at Secondary Student Leadership Development (SSLDP) retreats with helping them in the areas of leadership, confidence, decision making, and resistance to drugs and alcohol.

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Chapter 1 and Chapter 1 Migrant Evaluation Findings, 1990-91

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Authors: Catherine Christner, Wanda Washington, Scarlett Douglas, Theresa Thomas

Program Description

Chapter 1, a federally funded compensatory educational program, provided funding to 25 Austin Independent School District (AISD) elementary schools with high concentrations of low-income students. Seventeen campuses had such a high concentration of disadvantaged students that Chapter 1 helped fund schoolwide projects (SWP's) that lowered the pupil-to-teacher ratio (PTR) and served all children at those schools. AISD supplemented the Chapter 1 funding at the 15 Chapter 1 SWP's (plus one other locally funded SWP) and designated them Priority Schools. Andrews and Walnut Creek also had such a high concentration of low income students that they were eligible to be SWP's. The Chapter 1 money at these two schools was used to fund teachers to work with the students on computers. In addition, Chapter 1 funded supplementary reading teachers at seven elementary campuses. Chapter 1 also paid for full-day prekindergarten classes at the 16 Priority Schools, Andrews, Walnut Creek, and the seven Chapter 1 supplementary schools. (For a more detailed description of the Priority Schools and full-day pre-K, see ORE Publication Number 90.04). Additional services were offered at one private school and six institutions for neglected or delinquent (N or D) students. There was also a parental involvement component.

Chapter 1 Migrant, which is also federally funded, provided compensatory reading services to migrant students at 11 AISD elementary and secondary campuses. Students qualified for the program if their parents or guardians were migratory agricultural workers or fishers within the last six years. Low-achieving migrant students received priority service. There were also health services and parent involvement components.

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Major Findings

Students served by the Supplementary Program made greater than a year's gain (in grade equivalents) in their reading comprehension scores. At grade 2, the average gain was 1.2 years. At grade 4, Chapter 1 Supplementary students made a 0.8 gain, an average gain for low achievers nationally. The average gain for average students is one year. With the exception of grade four, all gains were higher than those made in 1989-90.

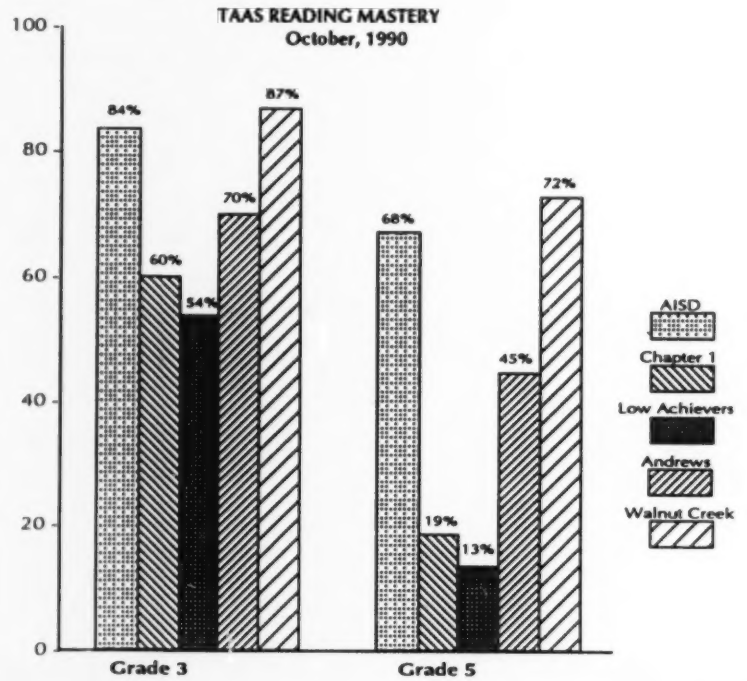
At Walnut Creek, grades 2 and 5 students made over a year's gain (1.0 and 1.2) in reading comprehension while grade 3 students made only a 0.2 gain. At grade 3, Andrews' students made a good gain of 1.1 years, while grades 2, 4, and 5 students made gains similar to that of low achievers nationally.

The figure graphically illustrates how Chapter 1 served students performed on the October, 1990 TAAS reading test. AISD averages are given as reference points. At grades 3 and 5, Walnut Creek students averaged the highest mastery level, with the District next highest, followed by Andrews' students, and Chapter 1 Supplementary students. The lowest group was District low achievers (not served by Chapter 1).

The Chapter 1 Migrant teachers and tutors provided instructional services to 175 migrant students. This is 52% of those eligible.

All six of the institutions for neglected or delinquent students met their goals for the 1990-91 school year.

The attendance of both Chapter 1 Regular and Chapter 1 Migrant parents at Parent Advisory Council (PAC) meetings decreased. A duplicate count of 503 parents attended Chapter 1 PAC meetings, planning sessions and workshops in 1989-90 versus 345 in 1990-91. Chapter 1 Migrant parents had a duplicate count of 112 parents attending meetings in 1989-90 versus 95 in the 1990-91 school year.



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Title VII Newcomers Program in AISD, 1990-91

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Marilyn Rumbaut

Program Description

In 1990-91, AISD was awarded a three-year Title VII grant to serve a population of limited-English-proficient (LEP) high school students termed newcomers.

For the purposes of the program, a newcomer is defined as a student who has been in the United States for one year or less. These students typically have limited or interrupted schooling in their home countries, and in some cases are functionally illiterate. Increasing numbers of immigrants are enrolling at three high school campuses, Austin, Lanier, and Reagan. To serve the special needs of the students at these three schools, AISD developed its Title VII Newcomers Program. All language backgrounds are eligible for the program, with Spanish being the primary language of most (72%) of the students. Those targeted for the program are newcomers to the United States in addition to being LEP.

The goal of the Title VII Newcomers Program is to improve the English language proficiency and the achievement skills of the students described above. The program is designed to provide a sheltered environment for its participants. Class size is kept relatively small, and the students receive four hours of intensive English instruction daily which includes listening, reading, writing, grammar, and vocabulary. In addition, newcomers are enrolled in a physical education class and two hours of content area classes, or a combination of both. There is one teacher and one teacher aide at each campus. The intent is for newcomers to transfer into regular English-as-a-Second-Language (ESL) classes at the end of one school year. If a newcomer entered the program late in the school year, however, and/or is unable to handle the transition, he/she may return for another semester at the discretion of the Language Proficiency Assessment Committee (LPAC) on that campus. During the 1990-91 school year, a total of 108 students was served by the Title VII Newcomers Program. The budget for the program was $140,000.

Major Findings

1. Compared to similar LEP students, the Title VII Newcomers performed better on measures of school success such as:
   - School attendance,
   - GPA,
   - Credits earned, and
   - Dropout rate.
2. Title VII newcomers demonstrated an average gain of nine raw score points on the Language Assessment Battery (LAB) pre- and posttests, which indicates that they are improving their abilities in English.
3. The single most important opinion issue to emerge from program staff was the role of the teacher, who is considered key to the success of the program.
4. Title VII newcomers are predominantly low income, overage for their grade, and dominant in their native language. Nonetheless, these students demonstrated a commitment to attending school and moving forward with their education.

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Pregnancy, Education, and Parenting Evaluation Findings, 1990-91

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Trina L. Reed

Program Description

The Texas Legislature authorized pilot projects for teenage parents (and other high-risk groups) through Senate Bill 417 (see TEC 21.114). In January, 1990, AISD was awarded grants totaling $205,354 to conduct the Pregnancy, Education, and Parenting pilot for students in grades 6-8 through August 31, 1990. At the beginning of the 1990-91 school term, $246,531 was awarded to AISD for programming through August 31, 1991.

The new funds allowed AISD to continue a program which served parenting students well and to make changes in the staffing and facilities of the program at Robbins Secondary School . A computer center was completed this year to assist in the vocational training. Also, the child care center was remodeled to accommodate toddlers as well as infants.

Robbins offers a contract curriculum which helps students keep up with their class work in spite of frequent absences due to child care responsibilities. Parenting classes are also offered to help prepare young mothers for the responsibilities of parenthood. Other support services included: counseling, health care, and vocational training.

The PEP program supplements services provided for teenage parents through the Teenage Parent Program (TAPP). TAPP serves students through the semester in which their child is born. After that time students may transfer into PEP (if space is available), or return to their home school.

Major Findings

1. For the second year, the program was successful in terms of accomplishing its goals. All of the objectives were met with the exception of one: the child care will not be licensed until September 1991.

2. The dropout rate for PEP students (24%) was lower than the rate for Teenage Parent Program (TAPP) students (48%). Attendance rates were similar for both programs.

3. All students surveyed believed that the child care made it easier for them to attend school. Over half (58%) said they learned more about preparing for a job since enrolling in the program.

4. The vast majority of the PEP students surveyed were more confident about finishing school and believed that their reading, writing, and mathematics skills had improved (84%).

5. The PEP program served eighth through twelfth graders in 1990-91; 38 students with infants and/or toddlers were served beginning October 1, 1990. Based on Travis County statistics, it is estimated that there may be as many as 1,500 parenting teens in the District.

A copy of the full report for which this is the Executive Summary is available as Publication Number 90.30 from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703

90.28
90.46

Improving Mathematics and Science Teaching:
1990-91 ESEA Title II Evaluation Report
Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Jeannine Turner

Program Description

Elementary and Secondary Education Act (ESEA) Title II funds were used in a 12-month project for the improvement of mathematics and science teaching in grades pre-K through 12. ESEA was designed to serve all 2,422 elementary and secondary mathematics and science teachers in the Austin Independent School District. In 1990-91, AISD received $93,737. The project provided:

- Staff development workshops,
- Funds for teachers to attend professional meetings,
- Development of scopes and sequences for science,
- Curriculum development for a first-grade gifted and talented pilot program focusing on engineering and science,
- Materials, and
- Tuition/stipends for teachers to attend development courses.

Major Findings

1. Generally, most teachers rated the staff development workshops very positively.
2. Secondary mathematics teachers attending a graduate course rated the experience highly.
3. Elementary and secondary teachers gave instructional materials high ratings.
4. Teachers who attended professional meetings rated them favorably.
5. The pilot program for first-grade gifted and talented students received positive reviews.

A copy of the full report for which this is the Executive Summary is available as Publication Number 90.46 from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703

GENESYS 1990-91: Selected Program Evaluations

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Authors: David Wilkinson, Sedra G. Spano

Program Description

GENESYS is a method of streamlining data collection and evaluation through the use of computer technology. From year one in 1973, the Office of Research and Evaluation (ORE) has been challenged to evaluate a multitude of contrasting programs with limited resources. By standardizing methods and information provided, GENESYS makes it possible to evaluate a much larger number and variety of programs than would ordinarily be possible. GENESYS gathers and reports the following standard information on specified groups of students:

- Student characteristics,
- Achievement,
- Attendance,
- Discipline,
- Grades/credits,
- Dropouts, and
- Retainees.

A wide variety of elementary, secondary, and K-12 programs were included this third year. Most of the groups included were for students served in 1990-91; some were for groups served in previous years. The following programs of interest are included in this report:

- Science Academy,
- Liberal Arts Academy,
- Kealing Magnet School,
- AIM High,
- Secondary Honors Program,
- Bilingual/ESL Programs,
- Teach and Reach, and
- Special Education.

References to other reports which incorporate GENESYS data are provided as well.

Major Findings

1. Students in AISD's magnet schools—Science Academy, Liberal Arts Academy, and Kealing Magnet—tend to learn at faster rates than other high achievers, are little involved in disciplinary incidents, attend school at higher rates than students districtwide, are retained at low rates, and rarely drop out.

2. The same picture is true for the District's elementary gifted and secondary honors students.

3. On the other hand, students in several of the District's programs for special needs students—bilingual/ESL programs, Project Teach and Reach, and special education—tend to achieve no faster than similar students districtwide (where comparisons are possible), attend school less frequently, are more involved in disciplinary incidents, are retained at higher rates, and drop out more than students districtwide.

There were some exceptions:

- LEP students' discipline rates were lower than districtwide rates at the elementary level;
- Lower percentages of secondary LEP students dropped out than did secondary students districtwide;
- Attendance rates for Teach and Reach students were higher than districtwide elementary attendance rates; and
- Retention rates for Teach and Reach students were lower than for the District.

4. Teach and Reach students in grade 2 served in reading and in grade 5 served in mathematics scored significantly below the achievement levels predicted for them in these areas, indicating a negative impact of the program on these students. The program had no impact on achievement in these areas at the other grade levels served.

A copy of the full report for which this is the Executive Summary is available as Publication Number 90.39 from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703

Historical Retention Report, 1990-91

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Vicente Paredes

Program Description

This report of retention rates is produced twice yearly, once after the end of the school year (potential retainees), and once after the beginning of the next school year (actual retainees). Data for the most recent analysis as well as for past analyses are given.

Included in this report are:

- Graphs and tables describing the most recent results.
- Historical retention charts by grade and year.

Major Findings

- The retention rate for 1990-91, grades K-12, is 4.7%. This is 0.4 percentage points lower than last year.
- The beginning-of-year retention rate is highest for grade 9 (22.0 %). Also high are grades 1 (4.8%), 10 (11.3%), and 11 (7.6%).
- Retention rates for elementary and middle schools have generally declined over the past four years.
- Retention rates for high school have gone up over the past four years.
- The overall retention rates for the beginning of the 1990-91 school year were:

1.6%	*Elementary (K-5)*
3.4%	*Middle School (6-8)*
12.7%	*High School*

A copy of the full report for which this is the Executive Summary is available as Publication Number 90.40 from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703

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History of Dropout-Prevention Events in AISD

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Authors: Linda Frazer, Todd Nichols, and David Wilkinson

Summary

Since the summer of the 1982-83 school year, reducing the dropout rate has been a priority in AISD. In 1983-84, the District created a task force to study dropout prevention. That same year, the Office of Research and Evaluation (ORE) developed a system to track annual dropout rates, the results of which have been reported each year since.

State reform legislation, which borrowed from ORE research, closely followed AISD procedures and stimulated the districtwide trend of reducing the dropout rate. In 1987-88, AISD began receiving federal funding for a project to enhance the District's work in dropout prevention.

Both the District and the schools have continued aggressively attacking the dropout problem in recent years, trying several innovative approaches to reaching nontraditional students.

Major Findings

1. ORE has been researching and studying the dropout problem since 1982-83. Since then, the effort has grown as a result of District initiative, community cooperation, and federal funding.

2. ORE developed a system for tracking dropouts in 1983-84 and has published reports with yearly dropout rates since then.

3. State legislation, started as reforms in 1984, continues to impact the identification and treatment of at-risk students.

4. AISD is a leader in dropout prevention efforts in the State of Texas. The State often uses AISD as a resource when designing legislation to combat the dropout problem statewide.

5. There has been a recognition that the schools as currently structured are not meeting the needs of all students. The Evening High School, the Alternative Learning Center, and the restructuring of Robbins were developed as part of an attempt to meet the needs of nontraditional students.

6. AISD and individual District schools are open to experimenting with new ideas and concepts that have been solidly developed in national and local research in order to reduce the District dropout rate.

7. AISD continues to respond to research reporting the needs of students by its development of programs to meet these needs.

A copy of the full report for which this is the Executive Summary is available as Publication Number 90.42 from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703

90.28
90.41

1990-91 At-Risk Report

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Authors: Linda Frazer and Todd Nichols

Background

In 1986, the Texas Legislature approved House Bill 1010, which included a provision that specified criteria by which Texas schools would identify students at risk of dropping out and notify their parents. As a consequence of this educational reform legislation, each Texas school district had to operationalize and implement the mandate.

The Office of Research and Evaluation (ORE) of the Austin Independent School District (AISD) developed operational definitions for the State criteria. For grades 9-12, the brief descriptor for these definitions are age, achievement, F's, and TEAMS. For grades PK-6, the descriptors are age, achievement, MRT, TEAMS, and LEP.

Major Findings

For the last four years, a determination has been made of the at-risk status (as of October 30) of each student in AISD. In 1990-91 for grades 7-12, the most important findings are:

- The number of students considered at risk is 44% of the enrollment and has ranged from 41-46% over the past four years.
- High school students (48.7%) are more likely to be at risk than grade 7 and 8 students (33.5%).
- A greater proportion of the Hispanic (56.9%) and Black (59.5%) enrollment is identified as at risk than American Indian (43.5%), Asian (34.1%), or White (26.9%).
- More males (47.0%) are at risk than females (39.6%).

In 1990-91 for grades PK-6, the most important findings are:

- The number of students considered at risk is 33.2% of the enrollment.
- The majority of at-risk students become at risk while at the elementary level.
- A greater proportion of the Hispanic (49.5%) and Black (33.1%) enrollment is identified as at risk than American Indian (22.8%) or White (18.8%).
- The number of at-risk students in grade one greatly increased, probably as a result of the introduction of the MRT.
- The percentage of at-risk students is declining, possibly as a result of fewer students being retained in grade.

A copy of the full report for which this is the Executive Summary is available as Publication Number 90.41 from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703

90.28
90.43

At-Risk Students and Dropouts:Trends Across Four Years

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Linda Frazer

Background

The Austin Independent School District's (AISD) Office of Research and Evaluation (ORE) has been researching the dropout issue for several years and has studied the implementation of the mandated Texas at-risk criteria to identify at-risk students. Having identified the students, we have followed them for four years to determine how accurate that initial identification was.

The objectives of this report are to provide information for local decision makers and to contribute to national research by providing information on one aspect of the dropout problem from an urban Texas school district perspective.

This study focused on the classification and follow-up of students enrolled in 1987-88, 1988-89, 1989-90, and 1990-91 who were in grades 7-12. Enrollment status, age, grade, ethnicity, number of F's, achievement test scores, and dropout rates at several points in time were obtained from the extensive computer files maintained by the District.

The combination of at-risk criteria most associated with dropping out in 1990-91 are:

(1) Age, F's, TEAMS
(2) Age and TEAMS
(3) Age and F's
(4) Age
(5) Age, Ach, F's, and TEAMS
(6) Age, Ach, and TEAMS
(7) Age and Ach

Major Findings

- State-mandated criteria identify many students as at risk who will not drop out.
- Over 40% of the secondary students were considered at risk for each of the last four years: 44.3% (1987-88), 46.1% (1988-89), 41.4% (1989-90), and 44.3% (1990-91).
- In a given year, about 1 out of 8 at-risk students drops out: 12.1% (1987-88), 11.5% (1988-89), 13.5% (1989-90, and 12.7% (1990-91).
- A small proportion of not-at-risk students drops out each year: 5.3%, 4.1%, 3.5%, 3.4% for the years 1987-88 to 1990-91, respectively.
- One third of dropouts were not identified by the State-mandated criteria as being at risk.
- To better pinpoint differential dropout rates, the District extended the State at-risk criteria resulting in 22 at-risk categories which has enabled us to identify students with the highest dropout probabilities.
- Being older than average for a grade level is the number one overall factor for predicting dropping out.
- Of the 22 categories the combination of being overage and failing TEAMS, has accounted for the highest percentage of dropouts over the last four years.
- Of high school students in this category (Age, TEAMS), 70.4% dropped out the year they were identified.
- At-risk high school students identified as at risk because of failing TEAMS Writing Composition were the least likely (10.3%) of any group of at-risk students to have dropped out after four years.
- The number of overage high school students earning F's and falling off pace towards graduation has increased each of the last four years. The percent of these students dropping out has also increased each year.

A copy of the full report for which this is the Executive Summary is available as Publication Number 90.43 from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703

90.28
90.36

School-Community Guidance Center, 1990-91: Reaching for New Levels

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Lydia Williams-Robertson

Program Description

The School-Community Guidance Center (SCGC) provides support services for students assigned to the Alternative Learning Center (ALC) and Gardner-Betts House (GBH) because of their contact with the juvenile justice system or "at-risk" status.

SCGC funds provide three project specialists who serve as liaisons between AISD, students, parents, and community agencies. Two provide counseling and tutoring services at the ALC; one provides educational services at GBH.

Students may receive SCGC services when referred by a District staff person, or by the juvenile court if they meet the criteria established by the grant. SCGC staff work with the students to achieve the following objectives:

- Increase attendance, parental involvement and academic performance.
- Reduce problem behavior, contact with the juvenile justice system, and dropping out.
- Provide academic support, citizenship skills, and vocational information.

Alternative Learning Center (ALC) Component

The ALC serves middle and high school students who have been removed from their home schools primarily because of multiple discipline incidents and provides continuing educational opportunities for these students.

The Three-Tier Removal System: During the 1990-91 school year, AISD implemented a new system to provide home school administrators with options other than immediate removal to the ALC, thereby reducing ALC enrollment. The new system is organized into three "tiers":

Tier 1: Probated Removal/Expulsion
Tier 2: ALC Referral
Tier 3: Removal to Juvinal Court Youth Shelter

The Level System: In previous years, students remained at the ALC for the duration of the semester in which they were assigned. However, in the fall of 1990, the ALC was restructured to reflect it's change from a "detention facility" to a "treatment facility," with a focus on modifying behavior. Students at the ALC must work through a level system, in which students must exhibit specified behaviors. These behaviors must be maintained for a specific number of days in order for the student to advance to the next level. Students who successfully complete the level system (requiring a minimum of 35 days) may return to their home school. Students who do not complete the level system must attend the ALC until they can demonstrate and maintain the target behaviors.

Gardner-Betts House (GBH) Juvenile Detention Facility Component

One SCGC-funded project specialist and one AISD-funded teacher provide services for juveniles detained at GBH while awaiting a court hearing. Another AISD-funded teacher provides services at the Juvenile Court Youth Shelter. The project specialist at GBH functions primarily as a teacher and instructional coordinator. Other services provided by the project specialist include basic academic skills, career education, recreation, arts and crafts, and life skills.

A copy of the full report for which this is the Executive Summary is available as Publication Number 90.36 from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703

Major Findings

1. The level system appears to have been successful in changing students' problem behaviors. Of the 20 students who completed the level system and returned to their home schools by the end of the fall, 1990 semester, 85% were still in school 12 weeks later. By contrast, 61% of the 163 students who returned to their home schools at the end of the fall, 1989 semester, were still in school 12 weeks later.

2. However, according to SCGC staff the level system has increased their workload with increased paperwork.

3. Recidivism has decreased substantially. Of the 119 students who completed the level system and returned to their home schools during the entire 1990-91 school year, 6% were subsequently reassigned to the ALC, compared to 63% last year.

4. About one third (34%) of the students attending the ALC this year could have been expelled or arrested because of the severity of their offenses (e.g., arson, sale of a controlled substance).

5. The District discipline reporting files are not being maintained and updated completely by many schools. Of the 528 students referred to the ALC for behavioral reasons, one in four (28%) did not have this information entered into the file. Therefore, actual implementation and usage of the Tier 1 removals cannot be accurately assessed. However, the number of behavioral referrals to the ALC has not significantly decreased, suggesting that home school administrators have not yet begun to avail themselves fully of the options provided by Tier 1 of the three-tier system.

6. More students are remaining at the ALC for more than one semester, and unless home school administrators begin to utilize fully the options offered by the three-tier removal system, ALC enrollment may increase to the point that the current staff of 32 will be unable to provide services for students.

90.28
90.35

Crockett's Project Success: 1990-91 Evaluation Report

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Authors: Roxane Smyer and Kris Bliss

Program Description

The Fund for the Improvement and Reform of Schools and Teaching (FIRST) grant project was a dropout prevention program at Crockett High School called Project Success. The program provided incentives for improved educational performance and attendance of at-risk ninth-grade students. The program was classroom centered. Curriculum was adjusted to fit the special needs of the students. Some teachers provided extra tutoring for the students. Teachers involved in the project were given incentives including a common collegial planning period and paid school leave to attend conferences. The project served 103 students over the fall, 1990 and spring, 1991 semesters.

To assess the effectiveness of the program in terms of student performance, FIRST students were compared to similar students at Crockett and to a comparison group at another District high school to see if the FIRST students' performance improved over time and/or in relation to a comparison group. Information on at-risk Crockett ninth graders for 1988-89 through 1990-91 is also included.

Major Findings

1. FIRST students had a dropout rate of 6.8%, lower than the dropout rate for other at-risk students at Crockett and the comparison group. Participation in the FIRST project appears to have had a positive impact on student dropout rates.

2. The FIRST project did not have a positive impact on achievement, because these students did not achieve predicted test score gains. FIRST students scored below predicted levels on all TAP subtests; however, they did gain at least one year on all subtests except Language.

3. FIRST students' attendance rates declined from the 1989-90 to the 1990-91 school year. However, the extent of the decrease was less for the FIRST students than for the comparison students.

4. Students were given incentives for achievement and attendance at the end of the fall, 1990 semester and at the end of each six weeks during the spring, 1991 semester. Because of other aspects of the FIRST program, the impact of the incentives on students' attendance and achievement cannot be determined.

5. Teachers perceived conference attendance, planning periods, and smaller class size as fringe benefits rather than performance incentives.

A copy of the full report for which this is the Executive Summary is available as Publication Number 90.35 from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703

90.28
90.37

Technology, Training, and Curricula for Tomorrow's Classrooms:

The National Science Foundation Grant to the Science Academy of Austin 1990-91: Interim Report

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Lydia Williams-Robertson

Program Description

The Austin Science and Mathematics Consortium, funded by a four-year grant from the National Science Foundation (NSF) and implemented beginning in 1990-91, has two basic goals:

- To improve the skills of teachers (K-12) in science and mathematics by providing training for more effective and comprehensive application of technology tools available but underutilized in today's classrooms, and
- To increase student learning and performance in science concepts through more holistic, interdisciplinary approaches to teaching, and expanded opportunities to apply these concepts in real-world settings.

To address these goals, the NSF grant activities are divided into four components.

Curriculum Development: In the fall of 1990, three new curricula were piloted in AISD schools.

- The Biological Sciences Curriculum Study (BSCS) Science for Life and Living, an integrated science, technology, and health curriculum for primary students was piloted at Becker and Harris Elementary Schools.
- The Planet Earth, a curriculum for tenth-grade students integrating geology, physics, earth science, chemistry, and biology was piloted at the Science Academy.
- The Nonpoint Source Pollution (NSP) curriculum for seventh- and eighth- grade students, which deals with nonpoint source pollution (pollution not attributable to a specific source such as a factory), was piloted at Dobie, Murchison, and O. Henry Middle Schools, and in other schools in the 10-county lower Colorado River area (see page 19 for a list of the participating counties).

Staff Development: During the summer of 1991, training institutes were held for selected teachers to receive training in technology and in curriculum development.

- The Technology Institute was a training workshop to train teachers to integrate technology into their classrooms.
- The BSCS Training Institute was a workshop to train K-2 teachers in the use of the BSCS Science for Life and Living curriculum. These teachers came from Becker and Harris Elementary Schools, the BSCS pilot schools.
- The Riverwatch Institute was a training workshop sponsored by the Lower Colorado River Authority (LCRA). Participating teachers were trained in water quality testing and environmental action planning. In the fall of 1991, these teachers were to form water monitoring teams with their students and conduct water quality testing activities throughout the year.

Student Participation: Science Academy students conducted outreach activities with the students of teachers who attended the training institutes during the summer of 1990.

Private Sector Involvement: Private Sector Involvement was so extensive that it will be published as a separate report.

A copy of the full report for which this is the Executive Summary is available as Publication Number 90.37 from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703
(512) 499-1724

Major Findings

1. Implementation of the Technology Institute appears to have been successful. Almost all teachers rated the training as effective and perceived the training as having value to their students. The Science Academy Director also rated it as successful. Some scheduling and administrative modifications are planned for next year.
2. After attending the Technology Institute, teachers increased their computer usage at home, possibly as a result of attending the workshop.
3. Implementation of the BSCS curriculum has been problematic. Teachers were trained using draft materials. The final version of the curriculum was very different from the draft, and retraining of the teachers may be necessary.
4. Implementation of the NSP curriculum writing workshop appears to have been successful, producing a curriculum that was rated as very high quality by the Science Academy Director. The scope and sequence was developed well in advance and was reviewed by the Technical Advisory Committee, providing the curriculum writers with a clear outline to follow and enabling them to work more efficiently. The writers rated their experience as valuable to themselves and rated the curriculum as being valuable to their students.
5. The implementation of the Planet Earth curriculum, using a team-teaching approach was rated as successful by the Science Academy Director. Logistical and content modifications are ongoing.

34 BEST COPY AVAILABLE

1990-91 Dropout Report
Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Linda Frazer
Other Contact Person: Glynn Ligon

Program Description

The Office of Research and Evaluation (ORE) annually summarizes AISD's dropout statistics for grades 7-12. This report contains the school-year and annual dropout counts for high school for the past eight years, 1983-84 through 1990-91; and for grades 7-8 for the past seven years, 1984-85 through 1990-91. Also reported are the current statuses of the entering ninth graders of 1983-84 through 1990-91, and of the entering seventh graders of 1984-85 through 1990-91.

Major Findings

- Overall the 1990-91 high school annual dropout rate (9.8%) is the lowest in eight years. Hispanics (13.6%), Whites (6.1%), and Asians (7.3%) had the lowest rates in eight years. However, the rates for the last three years for Blacks (12.7%, 12.8%, 12.6%) have been their highest of the last eight years.
- The 1990-91 7th-8th grade annual dropout rate (4.9%) is the lowest in the last seven years and continues the steady annual decrease that has been observed each year since 1984-85. This year's rate was the lowest for each ethnic group except Asians.
- The group who entered ninth grade for the first time in 1987-88 has now been followed for four complete years. As of October, 1991, 24.4% of this group has dropped out. The 24.4% four-year rate for the class of '91 is the lowest of the last five classes.
- Five cohorts of first-time seventh graders have been tracked. The 1989-90 cohort's two-year dropout rate (5.3%) is the lowest of the five cohorts being tracked.

Annual Dropout Rate

	1989-90	1990-91	Change
9-12	10.0%	9.8%	-0.2
7-8	5.5%	4.9%	-0.6

Longitudinal Dropout Rate

	Class of 1990	Class of 1991	Change
9-12	24.5%	24.4%	-0.1

A copy of the full report for which this is the Executive Summary is available as Publication Number 91.12 from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703

Faculty/Staff Recruitment Report: Calendar Year 1990

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Lauren Hall Moede

Background

The Board of Trustees has set a goal of recruiting and promoting professionals and administrators in order to achieve a match between local and statewide ethnic percentages. The target percentages are derived from the most recent statewide report from the Texas Education Agency of professionals and administrators in the Texas public education work force.

Major Findings

The table at the right compares the ethnic percentages for AISD's staff and new hires in calendar year 1990 to both the statewide targets and to national percentages.

- Compared to statewide percentages, AISD employed in 1990:
  - 1.2 times as many Black professionals,
  - 1.4 times as many Hispanic professionals,
  - 2.0 times as many Black administrators, and
  - 1.5 times as many Hispanic administrators.
- For both Hispanics and Blacks, AISD has higher percentages of professionals and administrators than the average for Texas or the United States.
- Overall, AISD hired or promoted higher percentages of minority professionals and administrators in 1990 than there are minorities in the Texas work force. In 1990, the percentage of Black administrators who were hired or promoted exceeded the percentage in the Texas work force by 19.6 percentage points. The percentages of Hispanic professionals and administrators hired or promoted exceeded the Texas work force percentages by 3.3 and 6.5 percentages points, respectively.
- The percentage of Black professionals who were hired was below the percentage in the Texas work force by 4.0 percentage points. While the percentage of Black professionals in the statewide work force declined from 9.4% to 9.2% from 1989 to 1990, the percentage of Black professional hires in AISD declined from 8.6% to 5.2%, increasing the gap between new hires in AISD and the statewide percentage.
- The gains for female administrators in the last 11 years are evident in the percentage rise from 47.2% in 1980 to 56.8% in 1990. The percentage of female administrators increased from 55.6% in 1989 to 56.8% in 1990.

AISD, STATE, AND NATIONAL ETHNIC PERCENTAGES FOR PROFESSIONALS AND ADMINISTRATORS IN 1990

Group	Black	Hispanic	Other
AISD Professional New Hires	5.2%	16.1%	78.7%
AISD Professionals	10.8%	17.4%	71.8%
Texas Professionals (Goal)*	9.2%	12.8%	78.0%
U.S. Teachers	8.7%	3.5%	87.8%
AISD Administrator New Hires and Promotions	28.6%	21.4%	50.0%
AISD Administrators	18.4%	22.3%	59.3%
Texas Administrators (Goal)*	9.0%	14.9%	76.2%
U.S. Administrators	4.9%	2.3%	92.9%

* The percentages shown for Texas professionals and administrators are also the numbers set by the Board of Trustees as goals for recruiting and promoting.

Recruitment of minorities from the new teacher supply of education students will remain difficult for the District because the applicant pool (see below) is limited.

- Student teachers continue to include few Hispanics (14.5% in AISD in 1990) and fewer Blacks (2.7%).
- Recent minority graduates or out-of-state minority teachers seeking Texas certification through the ExCET exam accounted for only 14.9% of the tests that were taken and passed.

FUTURE TEACHER APPLICANTS

Group	Black	Hispanic	Other
AISD Student Teachers	2.7%	14.5%	82.9%
Texas ExCET Passing Results	3.3%	11.6%	85.1%

A copy of the full report for which this is the Executive Summary is available as Publication Number 90.11 from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703

Research by External Agencies or Individuals in AISD

Executive Summary

Austin Independent School District
Department of Management Information

Author: Sandra Dietzen

1990-91 Statistics

A total of 28 proposals was reviewed between June 16, 1990, and June 15, 1991.

Of these:

- 17 proposals were approved,
- 4 proposals were withdrawn, and
- 7 proposals were disapproved.

Program Summary

For the thirteenth year, we are publishing the abstracts of research projects conducted within the Austin Independent School District by external agencies or individuals. Each of these researchers went through a screening process in which AISD staff members from a variety of departments reviewed their proposals. This is to ensure that:

- The time and energies of AISD staff and students are protected.
- Only those projects meeting the criteria established by the District as conditions for participation in research are approved.
- High-quality research that fits the needs and interests of the District is promoted.

The Department of Management Information is the official point of first contact for all proposals to conduct research in the District. Many of these initial contacts are by phone or personal visit. Discussions at that time often result in the immediate determination that proposals are not viable. For those proposals that do appear to be feasible, the researcher is provided forms and instructions for a formal proposal. When the formal proposal is received, a three- (or more) member administrative review committee is appointed. The Department of Management Information makes a final decision on administrative approval or disapproval of the project based on the recommendations of the committee members. If approval is given, the Director works with the project director and appropriate AISD staff to select suitable schools and/or departments for the study. However, the principals on the selected campuses may decide that the research project would interfere with instructional efforts and disallow the project.

The researcher is required to provide an abstract for this volume as well as a copy of any dissertation, publication, or other report issuing from the study. These are kept on file in the Department of Management Information.

The abstracts included in the publication are entirely the work of the authors named, without the review or endorsement of the Department of Management Information.

A copy of the full report for which this is the Executive Summary is available as Publication Number 90.M03 from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703

90.28
90.M04

Surveys from Extant Records, 1990-91

Executive Summary

Austin Independent School District
Department of Management Information

Author: Sandra Dietzen

Program Description

AISD established an internal Information Services committee seven years ago to oversee and coordinate the information needs of the District. The assistant superintendents and directors of all departments that frequently collect or use data are on the committee. One of the functions of this committee is to review information requests, other than research applications. Our six year-old procedure for responding to survey requests is to send all requests to the Department of Management Information (within which reside the Office of Research and Evaluation, Data Services, and Student Records and Reports), where each is logged in and assigned to the appropriate person. If the information requested is on hand in the Department of Management Information in an acceptable format, the request is filled immediately rather than being assigned.

Information Services Committee, 1990-91

- Jetta Todaro, Chair
- Charles Akins
- Terry Bishop
- James Gandy
- David Hill
- Lee Laws
- Glynn Ligon
- Jose Lopez
- Jeff Prescott
- La Vonne Rogers
- David Schenkel
- Paul Schooter

Major Findings

From July 1, 1990 through June 30, 1991, the following requests/responses were processed.

• Requests Received	147
• Completed Responses Mailed	73
• Declined	43
• Other	31
• **TOTAL**	**147**

The advantages of this procedure for requests from extant records include the following:

- **Most requests receive some response** even if it is merely to say no one can respond.
- **A central file is available** of all requests and the data provided. Some future requests will be answered from the file rather than by a staff member. At the least, the District has a collection of the types of requests received and can plan future standard data collection and reporting to include frequently referenced data.

The Information Services Committee reviews and determines whether certain requests should be processed or denied. Most requests are straightforward, but some require extensive effort or are irrelevant to the District. Rather than requests being judged by whoever opens the mail, some consistency in judgments is possible. This can place needed priority on politically sensitive requests or save staff time responding to insignificant requests.

The major *disadvantage* is that someone has to receive the requests, assign them, and follow up on each. Overall, the advantages are outweighing this disadvantage in AISD.

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

REFERENCES FOR EFFECTIVENESS CHART

LOCALLY FUNDED

Half-Day Pre-Kindergarten

Christner, C., Moede, L., Douglas, S., Washington, W., & Thomas, T. (1991). Priority schools: the fourth year (Publication number 90.04). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Grade Promotion Instead of Grade Retention

Moede, L. (1989). Retention rates in AISD (Publication number 89.13). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

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Special Transition Classes for Primary Students

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Baenen, N. & Frazer, L. (1990). Summary--effects of retention and transition classes on academic achievement (Publication letter 90.F). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

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Compensatory Education:

Resource Teachers (Pullout) with Coordination

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Christner, C., Douglas, S., & Thomas, T., (1991). A current compendium about compensatory education (Publication number 90.23). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

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Resource Teachers (In-Class) with Coordination

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Slaughter, H. & Chilcott, J. (1981). Classroom ethnographic study of an activities-based supplemental mathematics program. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, April 1981.

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Carsrud, K., Christner, C., Sailor, P., & Washington, W. (1982). A message from Chapter 1 and Chapter 1 migrant (Publication number 82.70). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

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Ligon, G. & Jones, P. (1982). Preparing students for standardized testing: a literature review (Publication number 81.61). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

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Austin Independent School District

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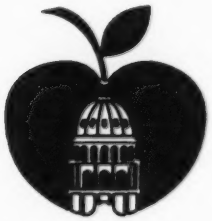

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